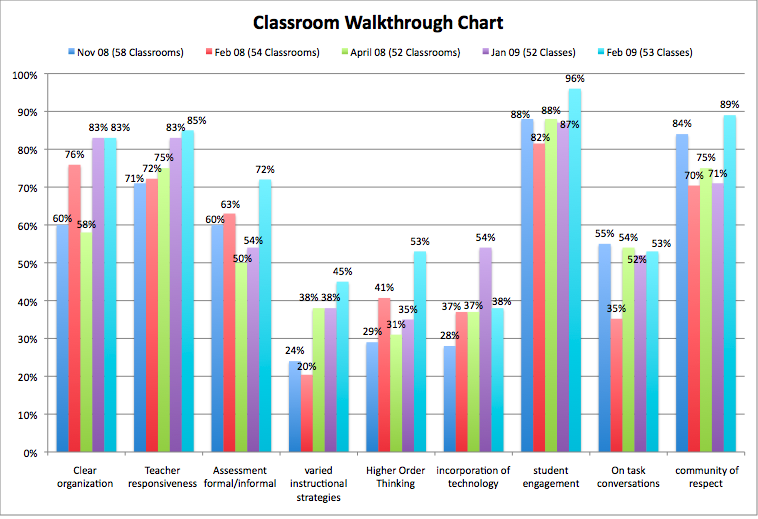
**Walkthrough Notes:**

**18% Inc**

**9% Inc**

**7% Inc**

**18% Inc**

**18% Inc**

November walkthrough **(blue column)** was conducted over three days: November 28, 2008 through November 30, 2008. There were 58 classrooms visited. The second walkthrough **(red column)** was conducted over two days: February 7, 2008 through February 8, 2008. The third walkthrough **(green column)** was conducted on April 16, 2008 through April 17, 2008. There were 54 classrooms visited. The fourth walkthrough **(purple column)** was conducted on January 14, 2009 and January 15, 2009. There were 52 classrooms observed. The fifth walkthrough (**turquoise)** was conducted on Friday, February 13,2009 and Tuesday, February 17, 2009. This was the first Friday Walkthrough conducted. 53 Classrooms were visited.

**Overview of the Data:**

Throughout all categories, there were five that showed a significant **increase** from the earlier walkthroughs:

* *Assessment of learning both formal and informal:* 18% increase
* *Varied Instructional Strategies*: 7% increase
* *Higher Order Thinking* 18% increase, and a 24% increase from last year in November 2008
* *Active student engagement:* 9% increase
* *Community of respect:* 18% increase

Categories that are holding at about the same level:

* *Clear Organization*, plateau last month and remained the same
* *Teacher Responsiveness*, remained within 2 % points of last month’s walkthrough
* *On Task Conversations* remained within a close range over the last three observations

Category that decreased:

* *Incorporation of Technology* increased dramatically in January, and returned to 38%, which was similar to previous months

**Reflection:**

It was exciting to see that both Varied Instructional Strategies and Higher Order Thinking were two categories that clearly increased between the previous walkthroughs and the February 09 walkthrough. Although incorporation of technology seemed to dip back down, it appears that we are turning the corner in some of these other areas. We cannot loose momentum! After viewing the SAS video at our recent February Faculty Meeting, it is imperative that we continue to focus on the inclusion of both varied instructional strategies and higher order thinking in order to engage and challenge all learners.

* How can we incorporate more student-centered, constructivist, higher order thinking learning strategies, consistently and deliberately into our curriculum?
* When planning for a lesson, to what extent, are these two areas deliberately incorporated into the plan for the day?
* How much of class time is spent with teacher talk versus collaborative learning activities for students to do hands-on, experiential work with the content material?